

# PSHE Policy

## May 2021 (Consultation)

### Introduction:

Beaumont College offers both residential and day programmes in Lancaster with our satellite services offering day programmes delivered in Barrow, Blackpool, and Carlisle. All of our college sites offer programmes for young people aged 18 to 25 with a broad range of physical and/or learning impairments. Students are offered a variety of specialist support from highly trained staff, working alongside our tutors. Each student accesses an individual programme based on a combination of course choices that are tailored to meet individual needs and aspirations.

- This policy makes clear the College's commitment to supporting Personal, Social, Health and Economic education (PSHE) for all students.
- The College has a Person Centred ethos focused on ability, where individuals are respected, celebrated and supported to reach their full potential.
- The College takes the view that PSHE is everybody's business and that everyone has a role to play.

### Aims:

Our PHSE curriculum aims to support learners develop skills in line with their individual learning needs, outcomes vary across pathways and include but are not exclusive to;

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

Who is responsible for the policy?

- The College Leadership Team has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Salutum policies and procedures. The Leadership Team has delegated day-to-day responsibility for operating the policy to the Education Management Team.
- The Local Governing Body and Senior Leadership Team at each site has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Key responsibilities:

The College has a responsibility to ensure that:

- Learner voice is promoted across all Pathways
- Academic and pastoral achievements are celebrated, recognised and recorded for each individual
- Learners have opportunities to develop a sense of worth by ensuring they have opportunities to participate in activities appropriate to their learning needs
- Learners have access to the appropriate support and materials that meets their needs
- That there is a named Designated Lead for PSHE within each Pathway
- That staff receive adequate training within their designated subject areas in relation to PSHE

Lead members of staff:

Whilst all staff have a responsibility to promote the mental health of pupils, the following staff have a specific leadership role in this area:

- Head of Education – Julia Park
- PSHE Lead – Rebecca Hodgson
- Speech and Language Therapist – Catherine Maunder
- Pathway Coordinators SC/IC/ILS/ATP/L&V (Lancaster Campus)
- Lead Tutors – Barrow, Carlisle, Blackpool

Teaching and PSHE:

PSHE is jointly co-ordinated by the Pathway Co-ordinator Team and the Head of Learning. Delivery is embedded in to curriculum subjects, appropriate content is identified and included in the subject schemes of work and Tutors differentiate teaching to meet the learning needs of individuals. Due to the nature of the college's Person Centred curriculum PSHE outcomes are aligned with EHCP (Education Health and Care Plans) and ILP's (Individual Learning Plans), generic content is delivered and assessed within timetabled subjects. Where there is a specific need identified for individual learners there is provision for bespoke for 1:1 input.

PSHE underpins the colleges varied curriculum, the development of this policy fully aligns with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, from the Department for Education (DfE). This guidance was designed taking in to account the Equality Act 2010 and

the Children and Families Act 2014. Person centred planning ensures that the PHSE curriculum offer is 'real and relevant' to the learners needs. The PHSE framework is embedded in to a variety of subjects to ensure learning is transferable and targeted to preparing for adulthood. We have used the PHSE Association planning framework to ensure the breadth of our PHSE offer encompasses learning needs across 5 Pathways offered at Beaumont College and includes opportunities (where appropriate) to monitor progress towards Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

The PHSE Association Planning Framework used to inform the curriculum and develop this policy is organised into six sections:

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Ref:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/80578/1/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80578/1/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.pshe-association.org.uk/system/files/PSHE%20education%20planning%20framework%20for%20pupils%20with%20SEND%20%28key%20stages%201%E2%80%934%29%2C%20July%202020.pdf>

PSHE education is a planned, developmental programme of learning through which learners acquire the knowledge, understanding and skills they need to advocate within their lives now and in the future. As part of a whole-college approach, PSHE education develops the qualities and attributes learners need to thrive as individuals, family members and members of society.

Working with parents/carers:

To support parents/carers, the College will:

- Ensure that all parents/carers are aware of a key contact in school who they can talk to and share any concerns about their young person
- Make the PSHE Policy easily accessible to parents/carers
- Share ideas about how parents/carers can support the development of PSHE topics at home to promote transferable skills

- Keep parents/carers informed about the PSHE topics which are covered within the curriculum and consult with parents where appropriate regarding content

#### Signposting:

- Leaders will ensure that staff, learners and parents/carers are aware of what support is available within college and how to access further support
- Leaders will share information via the college's website and social media accounts.
- Referrals to external support services will be undertaken in collaboration with parents/carers where appropriate

#### Working with other departments, agencies and partners:

As part of our Person Centred offer, where appropriate, the College will work with other agencies to support Learner' mental health and emotional wellbeing including but not exclusive to:

- Behaviour Support Team
- Social Workers
- The Learning Disability Team – Adult Social Care
- CAMHS (Child and Adolescent Mental Health Service)
- The College offers an independent counselling service for identified learners
- Continuing Health Care Teams

#### Training:

All staff will receive regular child protection and safeguarding training in order to enable them to keep learners safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of the performance appraisal process. Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more learners.

#### Success factors:

Success will be measured in following ways:

- Governors will be able to articulate the whole-school approach to mental health and wellbeing;
- There will be a consistent approach by all staff and pupils to PSHE by clear evidence of the PSHE framework referenced within schemes of work and lesson plans
- All staff will have confidence in their own skills when delivering identified PSJE strands
- There will be clarity for all staff on the component parts of the whole-college approach to PSHE
- Learners will demonstrate learning appropriate to their needs across all Pathways
- Progress will be evidenced against identified PSHE outcomes
- Parents and carers will be aware of the roles and support available within the College

This policy is linked to the following resources available on the Beaumont College website:

- Safeguarding Policy

- Safeguarding – Addendum for Covid-19
- Saluitem Safeguarding Adults Policy and Procedure
- Sexuality and Personal Relationships Guidance

The Following resources and Guidance were used to inform this policy

- Sex Education Forum (2020) RSE resources list – SEND
- PSHE Association (2020) Planning Framework for pupils with SEND
- Image in Action
- Department for Education (2019) Relationships education, relationships and sex education and health education – statutory guidance
- Sex Education Forum training courses and webinars
- Mencap