



Tuition, Medical and Behaviour Support Service

Curriculum Policy Citizenship and Personal, Social and Health Education

Reviewed:	September 2021
Next Review:	September 2022
Responsibility:	Chloë Davies

Context

The Citizenship and Personal, Social and Health Education (PSHE) Policy forms an integral part of the ethos of TMBSS as students are encouraged to make responsible and informed decisions about their contribution towards society and their health and well-being.

The policy has been updated by the service PSHE co-ordinator taking into account views from students, parents/carers, staff and governors. The document and the PSHE scheme of work overview is available on the service website. It is updated every year.

Policy statement

The Citizenship and PSHE curriculum at TMBSS reflects the school ethos,

“to provide a high quality learning experience appropriate to the needs of the individual pupil. This will enable them to make good progress in their learning and personal development and restore self-confidence and enjoyment”.

Students have the opportunity to acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

Our PSHE programme makes a significant contribution to students’ spiritual, moral, social and cultural (SMSC) development, their behaviour, safety, and the school’s statutory responsibility to promote students’ wellbeing and developing meaningful relationships through Relationships and sex Education (RSE), (see policy). Additionally, learning is provided through a comprehensive PSHE programme, essential to safeguarding pupils, as Ofsted has set out.

Other related policies and documents include the RSE Policy, Peer on Peer Abuse Policy, Drugs Education Policy, Child Protection Policy, Single Equalities Policy, SMSC Policy, E-safety Policy, GDPR Policy, Mobile Phone Policy, Preventing Extremism and Radicalisation Policy and Safeguarding and Child Protection Policy.

Aims and Objectives

The fundamental aims for PSHE Education is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
- Opportunities to explore high-risk situations and learn strategies to keep themselves safe.

- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To enable students to develop self-respect, respect for others and form positive, rewarding and stable relationships

Moral and Values Framework

The RSE programme at Tuition, Medical and Behaviour Support Service reflects the Service's ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, Service's and wider community.

Creating a safe and supportive learning environment:

PSHE creates a safe and supportive learning environment by creating class rules at the beginning of topics these generally cover:

- To listening to each other,
- To not ask personal questions to staff or students,
- To understand that some aspects discussed maybe be personal and upsetting to others,
- To encourage students to discuss topics and ask questions
- To inform students that they can talk to staff privately if needed.

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from pupils will be managed following our school's safeguarding and child protection policy.

Staff at TMBSS should at all times be positive role models to the students in both structured lessons and during unstructured times such as break times. During these times staff should be modelling positive attitudes and behaviours as well as initiating positive conversations and activities. In addition, staff will be expected to tackle discriminatory language and prejudice-based bullying immediately and in accordance to our school behaviour policy.

TMBSS will ensure:

- All staff at TMBSS are made aware of and have understood the KCSiE guidance and follow all policies and procedures set out by the service
- All staff at TMBSS are made aware of The Prevent Duty and know the signs that they should look out for, and the steps they should take to prevent extremism and radicalisation in our ever changing world

- All staff at TMBSS are aware that students are vulnerable to extremist ideology and radicalisation. As well as the importance of protecting children from other forms of harms and abuse. Protecting children from this risk is part of the TMBSS safeguarding policy and procedures.
 - This is done through the teaching of PSHE and the wider curriculum, all students will learn about fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs through a 'Citizenship and British Values' module.
 - These areas are also found in the TMBSS SMSC policy

- All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns. These include the following areas:
 - any forms of abuse
 - self-harming
 - Child Sexual Exploitation (CSE)
 - FGM
 - forced marriage
 - homelessness
 - initiation/hazing type violence and rituals
 - Peer on peer abuse, including cyber bullying

- TMBSS will ensure that students are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. More detailed information can be found in the E-Safety Policy and KCSiE 2021. The PSHE and wider curriculum will include the following areas in terms of E-Safety:
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
 - **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
 - **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- TMBSS will help students to understand, recognise and challenge prejudices surrounding mental health conditions and offering students strategies and support to protect their own mental health
- TMBSS will ensure that all staff have an awareness of behaviours linked to issues such as drug taking, alcohol abuse and any other substance misuse. This will be taught within the PSHE curriculum, and when required, as an immediate response to students needs that can lead to valuable discussion and learning

Entitlement and equal opportunities:

The service is committed to the provision of PSHE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds and sexual and gender orientation.

The PSHE programme offers students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, e.g. passivity of females, women as 'homemakers', men as breadwinners, men as aggressors. It looks to the need for students to build self-esteem and develop decision-making skills. Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum that is relevant to their individual needs. Equal time and provision is allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support.

Content

All students are invited to participate in the school council; two student's representatives are selected from each Centre using the ballot process to attend termly school council meetings. This process introduces the students to a democratic society and is part of the Citizenship curriculum.

Students in Key Stage 3 will follow the TMBSS Key Stage 3 syllabus for Citizenship and PSHE, this will be a child centred programme with schemes of work developed to suit individual needs. This will cover the following areas:

- o Health and Wellbeing
- o Relationships
- o Living in the Wider World

Each Centre will deliver the set scheme of work that will be differentiated to meet the needs of individual students. This approach is used so that there is consistency in the teaching of Citizenship and PSHE across all Secondary Centres. This will ensure that students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.

Students in Key Stage 4 will follow the AQA Level 1 & 2 AQA Award and Certificate in Personal and Social Education to the appropriate level. They will also be entered (if appropriate) into a qualification in this subject to ensure educational outcomes for the service and the individual student are met.

Centres will as far as possible teach the modules in the same order to ensure standardisation and sharing of resources. However, depending on the child's experiences and abilities this can be adjusted.

As well as following the structured Citizenship and PSHE programme, student's will at times, raise discussions related to Citizenship and PSHE. At these times, if it is appropriate, immediate responses are given as this can lead to valuable discussion and should not be discouraged.

Throughout Citizenship and PSHE all students are actively encouraged to enter into discussions and debate in a positive manner. They are encouraged to explore opinions and consider alternative views.

During Key Stage three (year 7,8,9) students be taught these modules:

- Mental wellbeing
- Online safety
- The dangers of drugs, alcohol and tobacco
- Healthy eating
- Physical health and fitness
- Health and prevention
- Basic first Aid
- Families (RSE)
- Respectful relationships and friendships (RSE)
- Changing adolescent bodies (RSE)
- Intimate and sexual relationships including sexual health (RSE)
- Citizenship and British Values

During Key Stage four (Year 10 and 11) students are taught these modules:

- Introduction to diversity, prejudice and discrimination
- British vales and citizenship
- Personal safety
- Healthy life styles
- Dangers of drugs, alcohol and tobacco
- Relationships and sexual education
- Emotional and mental wellbeing
- Personal action plan
- Personal finance
- Making informed career choices
- Applying for jobs and courses.

Monitoring and Assessment:

The Shropshire scheme includes a baseline assessment and tracking tool, enabling students' knowledge, confidence and ability to access help and support to be identified and measured before and after delivery. The data will be used to identify vulnerable pupils and identify individual pupils' progress. In addition liaison with the CHAT service, targeted youth support and our school nurse provides anonymous information to inform the programme and provide co-ordinated pastoral care.

Teaching Responsibilities and staff training:

The PSHE programme will be led by Chloe Davies and will be taught by a range of teaching staff across the service who have had experience and who are confident and competent at delivering the PSHE Programme. TMBSS' Teaching Assistants and Learning Mentors will support all pupils' needs in PSHE lessons. Teachers responsible for teaching PSHE will receive training in 'HEART START' that enables them to teach pupil's basic first aid and CPR training and certification. We will use external contributors and specialist agencies for pupils to have access to up to date information and practices. Collaborating with the school nurse to provide sessions on 'safe sex' and for students to build healthy relationships with the wider community through further liaison with CSO's with specific areas such as:

- Consent
- Anti-social behaviour
- Safety (including Physical and Online Safety)
- Exploitation

KS4 pupils will also have the opportunity to work with an external career adviser to focuses on CV's, Careers and job aspects. When using external speakers to deliver aspects of our PSHE programme we will ensure all staff have current and adequate training in their field, have a current CBR and identify checked and signed into centres on arrival, teaching or TA staff with the present with pupils in session at all times.

RSE

The aim of Relationships and Sex Education (RSE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.

RSE covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation. It teaches students to understand human sexuality and to respect themselves and others. It enables students to mature, build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that students are equipped to make safe, informed and healthy choices as they progress through adult life. (see RSE policy).

Withdrawal of RSE

Parents/Carers have the right to withdraw their children from all or part of the Sex Education provided at within the Service except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Centre Manager who will explore any concerns and discuss the impact that withdrawal may have on their child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. The Relationship Education has been compulsory from 2020 and students cannot be withdrawn from these lessons.

Materials are available to parents/carers who wish to supplement the Service RSE programme or who wish to deliver RSE to their children at home.

Controversial and Sensitive Issues

Sensitive and controversial issues within PSHE and RSE cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, homosexuality, HIV/AIDS, may arise as part of the planned curriculum or introduced by students themselves. A supportive climate will be fostered and discussions will take place. The use of medical, scientific language and correct naming of reproductive organs and body parts is supported to ensure understanding; as part of this staff will discuss and explore pupils and society's use of slang, innuendo and oppressive language.

Staff are aware that views around RSE related issues vary. Topics are presented using a variety of views and beliefs and pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the student and class cohort concerned. Questions may arise that require individual response and exploration rather than a classroom response.

The Service believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. At the beginning of each module a question box will be introduced to enable pupils to ask questions discreetly and anonymously. This is a mechanism which also ensures members of staff (teaching and non-teaching) can acknowledge a student's question without feeling pressurised to respond immediately. Clear ground rules will be agreed with the class to support and encourage questions.

Sexual Identity and Sexual Orientation

Tuition, Medical and Behaviour Support Service believes that PSHE and RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic and Transphobic bullying is dealt with strongly yet sensitively.

Relationship and Sexual Health Guidance and Services offered individually to students in School

- Students are able to access confidential advice from the school nurse, the CHAT Service and the Service Staff within each Centre.
- Child Protection procedures are followed at all times.
- Confidentiality is upheld where appropriate although students are encouraged to talk with their parents/carers, they may choose not to.

Following the Frazer Guidelines the school nurse, assigned by the NHS, will provide the following services:

- Shropshire Condom Distribution Scheme (CDS)
- Chlamydia screening
- Emergency contraception
- Pregnancy testing
- Signposting to other services
- On-going individual support

Safeguarding and Child Protection

The Service has a separate Safeguarding and Child Protection Policy. Effective PSHE and RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Confidentiality

A student is never promised confidentiality however sensitive information will only be shared if there is a risk of danger or harm. If the teacher or member of staff concerned believes that the student is at risk of danger or harm, she/he talks to the named designated safeguarding lead and discuss appropriate actions. In these cases the student will be informed.

Disclosures

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the Service will ensure that:

- The student is encouraged to talk to their parent/carer, but recognise that they may choose not to;
- Any Safeguarding or Child Protection issues are addressed;
- The student receives adequate counselling and information;
- The Head of Service will monitor the frequency of cases where they handle information without parental knowledge.

Mental Health Guidance and Services offered individually to students in School

- Branch project
- 'No worries' CBT programme to reduce anxiety
- KOOTH
- Young minds

Dissemination

All staff members and governors receive a copy of the policy. Training is regularly delivered to staff on the policy content. Copies are available from the Centres Administration office on request from parents. The policy is included on the Service website.